



Education Support Program

Quarterly Performance Report No. 8



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S.O.22
Improved Access to Education

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Commonly Used Acronyms

AIR	American Institutes for Research
ASW	Assistant Social Worker
AT	Assistant Teacher
AUC	American University in Cairo
AWP	Annual Work Plan
BOT	Board of Trustees
BOTAT	Board of Trustees Assessment Tool
EGRA	Early Grade Reading Assessment Tool
ERP	Education Reform Program
ESP	Education Support Program
GILO	Girls Improved Learning Outcomes
ILD	Instructional Leadership Development
LRC	Learning Resource Center
MOE	Ministry of Education
MOU	Memorandum of Understanding
PAT	Professional Academy for Teachers
PD	Professional Development
QAU	Quality Assurance Unit
RA	Rapid Assessment
SCOPE	Standardized Classroom Observation Protocol
SIP	School Improvement Plan
SWD	Social Work Department
TOT	Training of Trainers
TPD	Teacher Professional Development
TSU	Technical Support Unit

Executive Summary

The Education Support Program (ESP) aims to support educational service delivery for Egyptian children during a very critical and unique time in Egypt's history. While Egyptian society is going through a complex transitional process towards democratization and reform, education and the quality of educational services, in general, are at the heart of these complex changes. Since the recent political revolution in Egypt that began on January 25, 2011, Egyptian schools have witnessed changes relating to two very important elements of the country's human resource support for education. The first element was a redefinition of the role that school Boards of Trustees (BOTs) play in promoting citizenship, governance, and community participation. The second element was the hiring of thousands of young Egyptians by the Ministry of Education (MOE) as new Assistant Teachers (ATs). These young teachers bring a renewed hope to the education system for improvements in education quality, largely inspired by the values of the Arab Spring: human rights, dignity, and justice. Both the new role of the BOTs and the infusion of these young ATs into the education system underscore the principle focus areas of ESP.

In the beginning of Year 2, ESP worked on the implementation of newly added and modified activities. These activities included developing and implementing a remedial reading and writing program, implementing science club, building the capacity of BOTs to support at-risk students, building the capacity of school-based mentors, supporting the selection and training of school leaders, and supporting the certification of 50 local MOE training units. Furthermore, the modified activities include increasing the target number for trained ATs to 100,000. Thus, the indicators and the activities were modified accordingly, as well as the format of the report.

The state of instability has endured and increased during this quarter. The level of risk for staff during travel and for holding partner events prompted ESP to develop a safety process to avoid any hazards while continuing to implement activities. However, the state of instability caused events in some governorates to be cancelled or suspended (e.g., in South Sinai and North Sinai), and some Idarras were deemed not suitable to resume work (e.g., in the area surrounding Nahda Square and Rabaa El Adaways). These circumstances caused the level of implementation and achievement to drop. It is likely that the situation will continue for some time.

Throughout this quarter, ESP continued working with the MOE's Social Work Departments (SWDs) at the central, Mudyria, and Idarra levels to continue building the capacity of BOTs. Utilizing the efforts of 1,450 master and local trainers prepared by ESP, the SWD completed the training of 577 BOTs, bringing the total to date up to 19,420 BOTs. 14,261 BOTs exceeded the core training and received three or more modules. The total number of BOTs trained to date represents about 68% of the BOTs nationwide.

Additionally, ESP continued supporting the implementation of the science clubs. 70 science clubs resumed work with the beginning of the new academic year and the process

started for selecting 70 new schools to complete the piloting of the idea. ESP organized several review sessions to reflect on lessons learnt from last year's experience and how to improve implementation for the current and new clubs.

ESP also continued supporting the remedial reading and writing program. Classes resumed with the new academic year, and to date 2,699 students have completed the minimum of 28 sessions. ESP prepared to start the implementation of classes for new Level A and B students. For example, 44 trainers were prepared to train teachers and supervisors. The trainers are currently training teachers in the governorates.

The first versions of the Professional Academy for Teachers (PAT) website and databases were developed and shared for review with PAT staff. Final preparations are currently being made to start using the professional development resources center.

ESP continued supporting local training departments to apply for certification by PAT. To date, ESP has signed 18 Memorandums of Understanding (MOUs) with Undersecretaries for supporting PAT certification. PAT has developed plans for certifying local training departments starting in November.

The leadership skills program that ESP developed with PAT – used to prepare trainers and train all primary school principals across 6 governorates – is now routinely utilized. PAT officially acknowledged the program as a requirement for applying to school leadership positions.

Working with PAT and the local training departments, ESP trained 6,036 ATs, bringing the total number of ATs who have received the core training to 115,053. 23,079 of those received an additional four-day training to complement the core training.

ESP provided 50 Mudyria and Idarra contingency planning committees with technical support to complete draft disaster risk reduction and recover plans. To date, 22 committees have completed a set of practical activities that resulted in a first draft of the plans.

ESP Progress to Date Indicators

Progress to Date

Indicators	Previous Quarters	Current Quarter	Project to Date	Life of Project Target
▪ Percentage and number of Idarra-level SWDs that completed the ESP-developed training package endorsed by MOE	271	0	271	271
▪ Percentage and number of BOTs that completed MOE-endorsed BOT training course	18,843	577	19,420	25,000
▪ Number of students in selected schools who participated in reading/writing activities	2,091	608	2,699	20,000
▪ Number of students in selected schools who participated in science clubs	426	364	790	3,000
▪ Number of Mudyria and Idarra-level trainers certified by PAT to deliver specific courses	381	0	381	520
▪ Number of newly hired teachers who completed PAT certified training course	109,017	6,036	115,053	100,000
▪ Percentage of newly hired teachers who successfully passed the PAT-certified training course	99%	100%	99%	80%
▪ Number of schools/Idarra potential leaders who successfully completed the PAT-certified leadership training package	2,572	73	2,684	3,000
▪ Number of mentors who completed the PAT-certified training package	2,999	503	3,502	10,000
▪ Percentage and number of mentors who successfully completed the PAT-certified training package	100%	100%	100%	10,000
▪ Number of Idarra leadership teams that successfully completed ESP-developed contingency planning training package	0	22	22	50

Introduction

The USAID-funded Education Support Program (ESP) builds on the institutional achievements of the previous Education Reform Program (ERP 1). ESP strives to strengthen the local educational structures that support teacher professional development and community involvement in educational decision-making and quality improvement. ESP also seeks to work with the MOE to augment its capacity to develop and manage local-level crisis contingency planning, with the goal of reducing the negative impacts of future political and social disruptions to the school system and ongoing delivery of educational services.

One of the intended positive outcomes of ESP's work is to strengthen the MOE's ability to support and reinforce BOTs. This will enable BOTs to become more effective at addressing community-level school needs and responding to current and future education system fragility. For example, ESP will address the MOE's need to rapidly increase the skill level of recently hired ATs by strengthening local MOE capacity to implement and support such professional development activities. Additionally, ESP will support processes that enhance the MOE's ability to respond to conflict and crisis contexts in the future. All of ESP's efforts will continue to augment women's participation in governance processes and girls' access to and ongoing participation in school.

ESP will draw on ERP's experience and expertise to enhance the Egyptian education system's capacity for good governance and data-driven decision-making from the community level to the district and central levels. The emphasis will be on addressing the needs of children in the "most impacted areas," including a focus on security and the effectiveness of BOTs to improve access, retention, and learning outcomes among these same children and communities.

This report presents the main project activities during the period from July to September 2013.

Program Objectives

Program Objective 1: Most impacted areas and highest concentration of newly hired teachers identified through a Rapid Assessment (RA) Rapid Assessment

Task 1: Work with MOE at central and field level to design and carry out the rapid assessment and to reach agreement on work priorities for assistant teachers training and in most impacted geographic areas

Sub-Task 1.1: Continue using RA data to inform the design of new training modules for teachers and project programming.

This task was achieved and reported on in previous QPRs.

Program Objective 2: School Governance supported through strengthening Social Work Departments (SWDs)/Boards of Trustees (BOTs)

Task 2.1: Work with SWDs country wide to build the capacity of at least 25,000 BOT.

Sub-Task 2.1.1: Train Idarra-level SWD trainers to train BOTs.

ESP supported SWD master trainers to complete a two-day training of 158 SWD local trainers on advocacy conceptions and skills in the following governorates: Alexandria, Gharbeya, Behaira, and Kafr Sheikh. The trained local trainers will continue to train BOTs in their Idarras.

Sub-Task 2.1.2: Capacity building of SWD leaders and supervisors.

A taskforce of ESP BOT Specialists began designing the SWD training material. The training will enable SWDs to develop BOTs' capacity building plans based on actual needs of BOTs. ESP collected, reviewed, and classified a set of reference material for designing the training package. The taskforce also developed implementation guidelines for training SWD leaders. The three phases of capacity building for SWD leaders and supervisors are: BOT capacity assessment training, field application capacity assessment on a sample of BOTs, and data analysis and design of the capacity building plan.

Sub-Task 2.1.3: SWDs develop and implement capacity building plans for 60% of BOTs countrywide

Although the training of BOTs is implemented with distant technical support to the SWD, the current circumstances affected the volume of work done in this area. ESP continued to provide capacity development to SWD officials to support the BOTs capacity building. The SWD local trainers successfully trained 577 BOTs, bringing the total number of BOTs trained to date to 19,420 nationwide. 14,261 of these BOTs exceeded the core training and completed three or more modules outside the certified MOE endorsed package.

Number of BOTs that received MOE-endorsed training package

Governorate		Number Trained
1	Alexandria	39
2	Behaira	219
3	Matrouh	0
4	Gharbeya	0
5	Kafr El Sheikh	16
6	Cairo	0
7	Qalyoubeya	0
8	Dakahlia	0
9	Fayoum	0
10	Ismailia	0
11	Damietta	0
12	North Sinai	0
13	South Sinai	0
14	Suez	0
15	Sharkia	0
16	Port Said	0
17	Minia	114
18	EL Giza	100
19	Beni Sweif	74
20	Menofia	15
21	Assiut	0
22	Sohag	0
23	Qena	0
24	Luxor	0
25	Aswan	0
26	New Valley	0
27	Red Sea	0
Total		577

Additionally, ESP organized meetings with SWD leaders and supervisors in the following governorates: Assiut, Sohag, Qena, Luxor, Red Sea, Behaira, Alexandria, Gharbeya, Kafr Sheikh, and Sharkia. The meetings focused on the importance of planning to prepare for the general assembly meetings prior to the school year. As a result, the SWD leaders will develop plans to work with Social Workers in their Idarras to plan for the general assemblies.

Sub-Task 2.1.4: Raising awareness of key MOE officials, school staff, and key community leaders in 5 governorates on community participation and role of BOTs in school governance.

As reported previously, ESP integrated awareness raising activities about the role of BOTs into the following ESP initiatives: remedial reading program, science clubs, at-risk students, and women's participation. The rationale for such integration is to raise awareness of BOTs' role in the context of practical endeavors, through which BOTs can present real life examples of their potential to advocate for educational needs.

Sub-Task 2.1.5: Develop and implement strategy to enhance women's participation in support of the education processes in selected BOTs.

The state of instability in the governorates has caused this activity to be suspended until circumstances are more conducive to implementation. ESP will include this activity in the Year 3 Annual Work Plan.

Sub-Task 2.1.6: Building BOT capacity to support At Risk Students. (1000 BOTs)

A taskforce of experienced ESP staff utilized a literature review prepared by the AIR Home Office to design the reference material on procedures and tools that BOTs should follow to identify students at risk, analyze their cases, and design needed interventions. The taskforce designed an implementation strategy that includes criteria and processes for selecting locations/BOTs, BOT training design, timeframe, and partnership. The taskforce piloted the 'target student identification' tools in two schools in Minia and Cairo to test their reliability and the availability of data at the schools. ESP developed a revised set of reference materials to finalize the TOT manual that will be used in training the BOTs. The BOT training will be implemented through an approach that allows participants to acquire data collection skills, collect data on students, conduct data analysis, and design relevant interventions to support students.

Task 2.2: Work with MOE to establish a sound remedial reading program for grade 4 to 8 students

Sub-Task 2.2.1: Develop remedial reading and writing program strategy and materials

ESP's reading and writing consultant developed the Level 2 content of the remedial reading program. The consultant also attended a round table meeting with R&W specialists, Arabic language supervisors, and remedial program trainers from different regions of the Literacy Unit in the MOE. The round table attendees provided feedback on the manual and suggested modifications. ESP held a follow-up meeting with Reading and Writing Specialists to make required changes. AIR Literacy Specialist, Rebecca Stone reviewed and refined Level 1 materials from linguistic and methodology perspectives in light of last year's implementation along with the ESP team.

Sub-Task 2.2.2: Select target idarras, schools, and students

ESP staff held series of meetings with the Mudyria, Idarras, and schools to implement the remedial program (Level 1) for the first time in the academic year 2013/14. The meetings were held with the Idarra manager, the primary education manger, Arabic language supervisors, and

the literacy unit at the Idarra level. The coordination meetings with partners focused on diagnostic test results, prioritization of schools, criteria for selecting trainers, roles and responsibilities of all parties, required coordination with literacy units, and methods of implementing the program within the school. The meetings resulted in selection of schools, teachers, and trainers.

Sub-Task 2.2.3: Training of teachers and supervisors on implementing and monitoring the remedial program

During this quarter, ESP conducted a TOT for 45 trainers from eight governorates. The training focused on training teachers to deliver the remedial program (Level 1) and training supervisors to use the teacher observation tools. The TOT workshop lasted 5 days which included one day on presentation skills and four days on the technical issues of the remedial program.

Remedial Reading Program TOT Participants

Region	No. trained
Alex	11
Qena	11
Ismailia	7
Minia	3
Cairo	12
Total	44

Sub-Task 2.2.4: Pilot and monitor remedial reading and writing program.

ESP entered data for 608 students who completed the minimum hours in remedial program classes. In the new academic year, new students who scored below 57% on the diagnostic test will participate in the Level 1 program, and students who finished Level 1 last year or who scored between 57% and 75% on the diagnostic test will participate in the Level 2 program. ***The results of the data analysis will be provided in November 2013 to USAID in a formal AIR report.***

ESP analyzed the data from a questionnaire administered to teachers and students during the remedial reading program last year. ESP produced a brief report highlighting what participants reported as the main strengths and weaknesses of the program as well as their recommendations for improvement. Teachers observed that the main strength of the program is the improvement in students' ability to read and write. They also reported that having a comprehensive set of quality material – including a guide for teachers, a student activity book, and assessment and observation tools – is a very useful aspect of the program. However, many teachers also reported that the duration of the program is not sufficient and that the program is more focused on reading than writing. Students also found the program useful and reported that it enhanced their self-esteem, as they are gradually able to participate normally in class activities in both Arabic and other subjects. Students also reported that they preferred sessions be held outside of activities time so that they could participate.

Task 2.3: Support Idarra to promote school-based Science Clubs

Sub-Task 2.3.1: Working with MOE and other partners to design and prepare for the implementation of science clubs.

ESP worked with partners to select locations for implementing the 70 new science clubs. ESP organized orientation meetings with key leaders at the Mudyria and BOT level to discuss the criteria and process for selecting the Idarras and schools where the new science clubs opened. ESP regional offices and Mudyria leaders formed committees to assess the applications submitted by interested Idarras. The group selected the new governorates of Cairo, Behaira, Menofia, and Sohag, as well as additional Idarras and schools in the current selected governorates of Alexandria, Dakahlia, Sharkia, and Suez.

Sub-Task 2.3.2: Participating teachers and students in the science clubs received training on scientific inquiry.

ESP partially achieved and reported on this sub-task in previous quarters and will report on the sub-task in coming quarters as well.

Sub-Task 2.3.3: Building BOTs capacity to support the implementation of the science clubs.

BOTs were involved in all the steps related to the implementation of the science clubs, which is considered on-the-job training. BOTs were encouraged to develop support plans to the science clubs. SWD trainers are considering providing refresher training to BOTs to increase and enhance their involvement in the implementation of the science clubs.

Sub-Task 2.3.4: Piloting science clubs in 70 schools

Due to the security situation in the governorates, the schools could not conduct summer sessions of the science clubs as planned. A total of 364 students were able to complete 10 sessions of the science club during this quarter. ESP held meetings with Idarra level Support Teams and BOTs to reflect on the current situation of the clubs and agree on a plan for resuming the science club sessions by the beginning of the new academic year.

“Before in the class I was listening only to what my teacher says, but in the science club I do things myself and I realize now how the nature around me is functioning.”

Shourok, a fifth-grade public school student at Agouza district

During this quarter, ESP held staff meetings to draw lessons learned from the first phase of implementing the science clubs before preparing for the new clubs. Reflections on phase one included a review of the list of material provided for the science club activities. ESP procured a set of materials for the new science clubs and will be delivered to the clubs in a timely manner. ESP has developed a procedural manual for BOTs and Idarras to establish science clubs in light of the process followed in the first phase and the lessons learned.

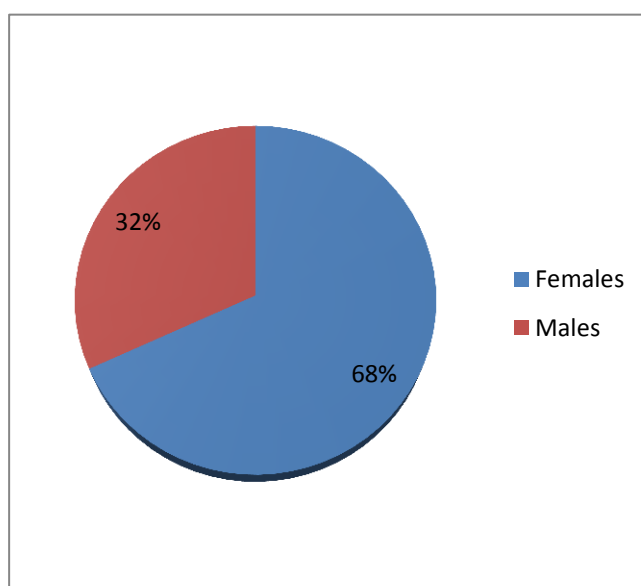
Program Objective 3: ESP support for assistant teachers’ professional development

Task 3: Work with PAT and other relevant MOE partners to train 100,000 newly hired Assistant Teachers

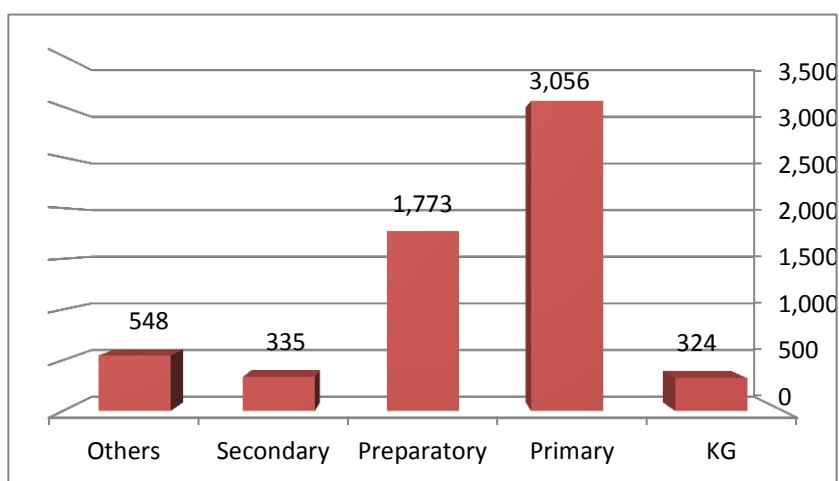
Sub-Task 3.1: Training ATs using PAT-Certified course. (100,000 ATs)

ESP continued its coordination with PAT and local training departments to plan for, implement, and certify the training of ATs. During this quarter 6,036 ATs (4,115 females and 1,921 males) were trained on the certified induction course. The majority of trained ATs this quarter are primary teachers (3,056 ATs), in addition to teachers from different stages. The ATs were mainly from five main subject areas: Arabic, English, mathematics, science, and social studies. ESP achieved its milestone for training of ATs on the 5-day core certified training during this quarter.

Number of Trained ATs by Gender



Number of Trained ATs by Stage



Total Number of Trained ATs

No.	Governorate	KG	Primary	Preparatory	Secondary	Others	Females	Males	Total
1.	Alexandria	2	10	1	0	2	11	4	15
2.	Behaira	2	521	307	8	98	610	326	936
3.	Matrouh	0	0	0	0	0	0	0	0
4.	Gharbeya	0	0	0	0	0	0	0	0
5.	Kafr El Sheikh	24	71	56	11	40	145	57	202
6.	Dakahlia	0	8	23	3	1	26	9	35
7.	Fayoum	0	199	124	21	17	263	98	361
8.	Cairo	0	28	11	3	1	36	7	43
9.	Qalyoubeya	0	247	98	34	35	357	57	414
10.	Damietta	0	0	0	0	0	0	0	0
11.	Suez	1	8	7	0	5	18	3	21
12.	Ismailia	0	0	0	0	0	0	0	0
13.	Sharkia	0	0	0	0	0	0	0	0
14.	Port Said	0	30	12	4	1	40	7	47
15.	North Sinai	0	0	0	0	0	0	0	0
16.	South Sinai	0	0	0	0	0	0	0	0
17.	Giza	157	606	498	113	115	882	607	1489
18.	Menofia	0	80	49	15	15	124	35	159
19.	Minia	29	462	167	27	37	411	311	722
20.	Beni Sweif	18	230	123	45	91	362	145	507
21.	Aswan	52	219	106	18	27	315	107	422
22.	Assiut	38	249	151	31	57	402	124	526
23.	Luxor	0	46	19	1	4	60	10	70
24.	New Valley	0	0	0	0	0	0	0	0
25.	Red Sea	0	0	0	0	0	0	0	0
26.	Sohag	0	0	0	0	0	0	0	0
27.	Qena	1	42	21	1	2	53	14	67
	Totals	324	3,056	1,773	335	548	4,115	1,921	6,036

ESP also coordinated with local partners and PAT to continue providing additional training to ATs to complete their preparedness and enhance their competence. To date, ESP trained 23,079 ATs on training modules that address specific subject teaching methodology, including: using maps to teach social studies, using labs to teach science, and teaching Arabic grammar.

Sub-Task 3.2: Work with PAT to certify MOE trainers for specific courses

Due to concerns about security and limited travel between governorates, certification workshops were postponed until the following quarter. ESP has recently discussed the certification schedule with PAT and PAT staff will provide a draft plan in early November. There will be 5 events for certifying trainers across Egypt.

Sub-Task 3.3: Work with PAT to identify and develop additional assistant teacher training courses/modules

This sub-task was achieved and reported on in previous quarters.

Sub-Task 3.4: Establish PAT's National Professional Development Resources Center (PDRC)

ESP, in collaboration with a task force from PAT, developed a final draft of the website and shared it with representatives from all units within PAT. ESP is reviewing feedback to present a final version of the website in November. ESP and a PAT task force also developed an initial version of a database for professional development programs, trainers, centers, and reviewers.

Sub-Task 3.5: Establishing quality professional development standards

During this quarter, the local research consultant finished the first draft of the study tools. The consultant shared the draft study tool with Dr. Ramadan Mohamed (PAT Director) and his research team to solicit their input. A revised set of research questions, a sampling plan, and data collection tools are under way for piloting.

Sub-Task 3.6: Supporting the Certification of Local Training Units

ESP continued to provide technical and material support to training departments to be certified by PAT. Regional offices held meetings and field visits with training departments' staff that focused on how to prepare the training units to meet PAT's certification standards. The meetings also helped staff use self-assessment tools to determine needs and develop improvement plans. ESP regions continued the support to Madyria and Idarra to complete the organizational structure at the level of management training unit. 18 MOUs were signed with undersecretaries from 9 governorates for 18 training departments that applied for certification. ESP also provided training equipment to the above departments as part of the support for certification.

Training Departments applying for certification	
Region	Gov.
Minia	Giza
	Beni Sweif
	El Wasta
	Ehnaasia
	Bolak ElDakror
	Bagoor
	Menofia
Ismailia	Ismailia
	Damietta
	Suez
	Port Saied
	Zagazig
Cairo	Sherbeen
	Dakahlia
Alexandria	Matrouh/ El Hamam
	Alex/ Montazah
	Kafr El Sheikh/ Kafr El Sheikh
	Kafr El Sheikh/ El Reyad
	Kafr El Sheikh/ Desouk

Program Objective 4: District level instructional leadership strengthened

Sub Task 4: Work with MOE on strengthening its leadership capacity at Idarra level in contingency planning, data driven decision making, and creating decentralized sustainable TPD models

Sub Task 4.1: Train 50 selected Idarras leadership teams on contingency planning

Trainers, supported by ESP regional offices, completed on the job training for contingency planning committees in developing contingency plans. 22 committees developed final drafts of their plans. The committees focused on disasters directly related to their governorates. Committees will review the plans with other governorates in the coming quarter to exchange feedback, experience, and lessons learnt.

Sub Task 4.2: Training and support to school leaders

In coordination with PAT, ESP completed this task by training 73 primary school principals this quarter. ESP completed the training of all primary school principals in 6 governorates and prepared trainers in all applicable governorates to train the remaining school principals nationwide. This course is now routinely offered to any school principal applicant as the official requirement for applying to school leadership positions.

Sub-Task 4.3: Building the capacity of school based mentors. (10,000)

ESP continued coordination with PAT and local partners to plan and implement the training of school-based mentors. This quarter 222 new senior teachers were trained on the coaching and mentoring training certified course.

Program Objective 5: Establish a participatory monitoring and evaluation system

Task 5: Establishing and operationalizing a Monitoring and Evaluation system

Sub-Task 5.1: Data collection tools are operational to report on all ESP activities

ESP used new tools to collect data on ESP activities.

Sub-Task 5.2: Database for recording and generating reports on activities.

All participants and activities' data are recorded in ESP database.

Sub-Task 5.3 : Prepare and submit quarterly and annual reports on ESP

Quarterly and Annual performance reports are routinely submitted on time.

Program Objective 6: An effective and appropriate communication strategy developed and applied

Task 6: Develop and implement program communication strategy

Sub-Task 6.1: Develop ESP Communication Strategy.

ESP developed a final draft of its communication strategy, but social marketing activities are postponed due to the current environment in Egypt.

Sub-Task 6.1: Document and track success stories in BOT and TPD components.

ESP staff is documenting the success stories of all ESP activities.